

## Classroom Context/ Narrative Form

### POINT A

Domain	Kindergarten Literature/ Narrative
<u>Standards</u> <u>for</u> <u>Option 2</u> <i>Identify characters, setting, and major events when narrating an event.</i>	K. FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly. K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

Narrative Notes: Include narrative notes to provide context for this sample.

<p style="text-align: center;"><u>Reflection:</u></p> <p>Include information relevant to the student work evidence, including, description of work, anecdotal notes, reflection of the work, etc</p> <p>If you are using video evidence as your artifact, please indicate the timestamps in which you would like the peer reviewer to view and why.</p>	<p>The teacher read the story <i>Curious George's Dinosaur Discovery</i> and asked the student to draw, dictate, and write about their favorite part from the text. The student writing piece demonstrates that the student made some attempt to apply phonics and word analysis skills to encode words when writing. There is an attempt at the beginning, middle, and ending sounds of the word "George." The child has spelled the word with the known letter sound correspondence for /j/ in "joj" for "George. I haven't taught r-controlled vowels, so the child used what he knew when sounding out the word and the shape of their mouth writing an o for the middle sound. However, the student could have looked at the book or the word wall in our classroom (as we have a student named George) to spell that word correctly. The student used an "m" to represent the word "made," I have taught the letter m and it's sound, so I am glad the student made that connection. I have also taught the sight word word "a," so I am excited to see the student using that as well. The student used the beginning and ending sounds for "slide" with "sd." Currently, the student is using a string of letters for their sentence. There are clearly no spaces to identify where one word attempt stops and the next begins. The student needs to work on spacing between words, in order to make the writing more legible. I also need to work with the student on including all of the letters for the sounds he hears when attempting to write words.</p> <p>The first picture the student drew in the graphic organizer resembles a monkey, and is labeled as "Joj" for "George." This indicates that the student can identify the main character in the text, along with the fact that he attempted to use the character's name in his writing. In the second picture of the graphic organizer, the student drew a sun indicating the time of day, as well as the rock quarry to indicate the main setting of the text. The student also labeled the word "quarry" with "coe." Both parts of this drawing serve as evidence that the child can identify the setting of a story. Finally in the last picture the student has provided evidence of the ability to identify a major event in the story by drawing the "rockslide" and attempting to label the drawing with "wos." The student was clearly able to identify the major character, setting, and an event from the text in his</p>
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drawings. Although the setting is not indicated in the student's writing, he did talk about the setting and events of the text when he told me about what he had drawn and written (*refer to 0.34- 1.24 in the attached video*). One thing that I need to work on with this child is including more details in writing about an event, such as including where and when the event took place.

This writing piece does narrate a single event from the text which meets the expectation of the standard. There is no evidence of a sequence of events because there is only what looks like a string of letters with no reference to time or the order or multiple events. There is a combination of drawing, writing, and dictating, but the writing is missing some information about the setting of the event the child chose to write about. The next step with this student is to begin identifying other events that occur in a text and when those events occur (beginning, middle, and end), as well as helping the child to include where and when those events took place when writing. This is also the natural progression I will be taking with the standard as I teach it throughout this school year.